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ABSTRACT

Presented are the proceedings of the 1969 Governor's conference on Idaho libraries. Topics of speeches given are: (1) Library Specialists for Schools; (2) Library Needs in a Changing World; (3) Idaho Libraries: Past, Present, Future; (4) Public Support -- A Must for Our Libraries; (5) Knowledge Explosion Brings Challenge; (6) A Trustee's Story: With Chicanery and Guile; (7) A Look at the Problems; (8) Positive Approaches; (9) Just the Way We Like It; and, (10) Is Consolidation an Answer? Question and answer sessions within discussion groups are recorded. The list of participants and opening remarks by the Governor are included in the proceedings. (SJ)

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# Idaho Citizens Plan Library Service For the 70's

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THE REPORT OF THE

## Governor's Conference on Libraries

DECEMBER 5, 1969

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IDAHO STATE LIBRARY 1970 BOISE, IDAHO

# Proceedings of

# the

# Governor's Conference

# on Idaho Libraries

Hotel Boise

December 5, 1969

Boise, Idaho

THE HONORABLE DON SAMUELSON

GOVERNOR OF THE STATE OF IDAHO

*requests the honor of your presence at the*

GOVERNOR'S CONFERENCE ON LIBRARIES

*Friday, the fifth of December*
*Nineteen Hundred Sixty Nine*

Boise, Idaho

R.S.V.P.

# CONFERENCE PROGRAM

| | |
|---|---|
| Presiding: | Mrs. Al M. Smith, Chairman, Idaho State Library Board |
| 9:00 a.m. | REGISTRATION AND COFFEE |
| 9:30 a.m. | OPENING SESSION |
| | *Governor's Welcome and Charge to the Conference*<br>The Honorable Don Samuelson, Governor of Idaho |
| 10:00 a.m. | *"Idaho's Libraries in the 60's"*<br>Dr. Stuart Baillie, Director of Libraries, San Jose State College, and author of *Libraries for Tomorrow, a ten year plan for public library development in Idaho,* University of Denver, 1963<br><br>Rex A. White, Associate Librarian, Idaho State University, Chairman, Library Development Committee, Idaho Library Association |
| 10:30 a.m. | *"Let's Look at the Problems"*<br>Edward W. Sawyer, Director of Administrative Services, State of Idaho, Moderator<br><br>Panelists:<br>Mrs. Harold W. Brown, Public Library Trustee, Nampa<br>Gaylin Fuller, Librarian, Ricks College, Rexburg<br>President Warren Knox, College of Idaho, Caldwell<br>John P. Mix, Co-owner KRPL, Moscow<br>Mrs. Scott Reed, Housewife, Coeur d'Alene<br>Max Yost, Executive Manager, Associated Taxpayers of Idaho, Boise |
| 11:30 – 12 | Audience Reaction |
| 12:30 p.m. | LUNCHEON SESSION |
| | Presiding:<br>Kimber O. Ricks, Member, Idaho State Library Board<br><br>*"Library Needs in a Changing World"*<br>Robert R. McClarren, Director, North Suburban Library System, Morton Grove, Illinois |
| 2:00 p.m. | *"Solutions and Recommendations"*<br><br>Presiding:<br>Mrs. Kyle Laughlin, Member, Idaho State Library Board<br><br>Charge to Discussion Groups:<br>Dr. Lawrence Allen, Dean, University of Kentucky School of Librarianship |
| 3:00 p.m. | REPORTS OF RECOMMENDATIONS & CONFERENCE SUMMARY |
| 4:00 p.m. | ADJOURNMENT |

# DON'T BE AFRAID

# TO LOOK

# AT NEW CONCEPTS!

The Honorable Don Samuelson
Governor of Idaho

Good morning. Welcome to Boise and the 1969 Governor's Conference on Libraries.

You were chosen to participate in this conference on libraries because you are community leaders and have shown interest in our libraries. You are part of a vast group of library users from all over the State who realize the importance of libraries for citizens of all ages and in all places.

You are part of the "great silent majority" who read books, work for community betterment, and pay their taxes without much complaint. But today I don't want you to be silent. I want you to listen, to think, to ask questions, to make suggestions, to participate in the discussions, to talk and to contribute to the day's deliberations.

You are gathered here today to discuss Idaho's library problems. You will review the progress made in improving our libraries, and will look at the distance we still have to go to make the "right to read" possible here in our State.

"The right to read" is a slogan adopted by the U. S. Commissioner of Education and it includes the education necessary so that our children and adults can read. It also includes the provision of books and other materials so that those trained to read will have easy access to up-to-date information. Our libraries are the best source of such materials.

I hope that you will come up with some good practical recommendations by the end of the day. These may be new ideas for cooperation at the local, regional and state level--ideas for legislation to give our libraries a better base for operation, or ideas for research studies to improve our library information services.

I am happy to report that Idaho is already a leader in the Northwest in its library teletype network--where three major state-supported college libraries, five major public libraries, and the State library are linked by teletype (using the State's leased wire telephone system). Idaho has had this system operating almost two years, with hundreds of messages being sent each week to find books and magazines for Idaho's library users.

And again I would like to compliment the people who had the foresight to make this possible. For a little state like Idaho to be a leader in any field is a compliment to our good people.

Idaho's library service is limited, and I appreciate the efforts you have all made to do

the best you can with your own libraries, whether your special interest is a school library, a public library, or one of our college libraries.

For the past few years we have had the benefit of some Federal funds, which have been helpful in strengthening school libraries with more books and modern audio-visual materials, providing better book collections for our college libraries, and which have aided many of our public libraries to build or remodel.

But Federal funds are now being cut in many areas, and libraries are among those especially hit. Title II of the Elementary and Secondary Education Act, which provided books for school libraries, has been eliminated in President Nixon's current budget for the year. Title III of the National Defense Education Act, also used for school libraries, has also been dropped. The Library Services and Construction Act, Title II, which provides funds to assist public libraries in construction projects, has been cut out, and the funds for public library services, Title I, cut in half.

These Federal cuts will mean that Idaho will have to try harder at the local and State level to meet the needs of our citizens.

So, there are many interesting problems for you to explore today.

I'm sorry that I can't spend the entire day with you, but I will be back to join you for lunch, and I will designate a member of my staff to be here at the end of the afternoon when your recommendations are made.

I hope that you have a pleasant day together, and that your deliberations will give us all a new focus on planning Idaho's library services for the 1970's.

As I have often stated, don't be afraid to look at new concepts. Don't be afraid to get out of the same old rut we've been in, in many things we've been doing for a long, long, time. Let's look for new and more efficient methods--new ways. Idaho is on the move and we need to plan ahead so that all of our services are compatible and timely with the changes that are taking place in this great state of ours.

Again I would like to thank you for taking the time from your busy schedule to be here and for giving your time and help, to help with our library problems in this great state of ours.

Thank you.

# LIBRARY NEEDS IN A CHANGING WORLD

An address by Robert R. McClarren
Director of North Suburban Library Systems
Morton Grove, Illinois

In this morning's sessions on "Idaho's Libraries in the '60's" and "Let's Look at the Problems," you've been concerned with the space problem. The space in Idaho without libraries; the spaces in libraries in Idaho that are not filled with library material, library equipment; the spaces which are not filled with librarians; and the spaces between the dollars which would fill those other spaces.

The concern with this kind of space is, of course, timely, immediate, and urgent.

Today, almost 12 years and two months to the day after man first ventured into this kind of space with Sputnik I, the event marking civilization's entry into the space age, concern with physical space is appropriate and the problem is immense.

Recently I read, as all librarians should read, and I read the 1968 Encyclopedia Britannica Lecture which was on space and was called "The Testament of the Years Between." There were some very interesting statistics in it, several that I think are appropriate here. In the late 1500's Tycho Brahe, the pre-eminent Danish astronomer, estimated that the moon was 475,000 miles away from the earth. Three centuries later, in 1838, another Danish astronomer, by getting a fix on one of the stars in the Swan constellation, determined the space to be 657,000 times 95 million miles from the earth. And then about eight years ago Cal Tech at its observatory at Owens Valley, California, using a radio telescope, calculated that the farthest quasar was 500 million light years away, about 63,000 times our own distance from the sun. On such reckoning this emission observed by Cal Tech would have left its source long before the appearance of any sort of life on our earth. Space indeed then poses a large problem.

But in looking at physical space as the distance of the farthest quasar, or the distance between libraries, or the distance between library dollars, are we looking at the right space?

General DeGaulle at the time of Sputnik I was interviewed by a Time interviewer and asked about France's aspirations in the space race. He said, "It's all very well for Russia and the United States to aim for the moon, but the greatest space still lies within us." This, the space within us, those of us who are here, believers in libraries as important to our society, is the space with which we should be concerned. The physical space of our libraries should be a secondary concern.

This morning the Governor told us not to be afraid to look for new concepts and that direction, coming from a governor, certainly deserves to be heeded. The library world is changing and the community--whether that community be the county, the town, the city, the state, the region, the nation--which continues to focus on its problems in the same old way with the same old goals may deserve political euthanasia.

What are the major areas of change which I see in the library world, and the ones which we should heed if we're not to die an untimely death in the library world? I find five major areas: A change in the media in which the library deals; a change in the library's technology; a change in the organization of libraries for service; a change in the scope of professional concern; and a change in the concept of service.

Let's look at these in a little more detail with some examples. The first is a change in the media in which the library traditionally has dealt. We still are predominantly print based, but less and less in the conventional book form. The periodical, the report, the abstract are taking their position of pre-eminence in the library's collection. We are increasingly seeing the use of microfilm and we now have projects which will put the entire New York public library, the Newbery Library and other major collections on microfilm. We see a variety in the film area. We certainly are on the brink of computer communication, when data stored and electronic data processing equipment will be as close as your telephone and it's interfaced with an interpretive device. Out of this comes a general comment then--**we should be prepared in any planning that we do to recognize that the form of the recording of man's knowledge has changed to respond to man's needs, not the librarian's. Media is a tool; it is not the goal.**

Another change that I note is the change in the technology of librarianship. The use of electronic data processing applied to library operations. The changes in our buildings, the materials used, the space requirements, the library facilities themselves. And the great world of tele-communications, of which the teletype network in Idaho is an example.

We have in our own area of Oak Park a computer-directed remote and random access system. Any individual in that school can call a film or a sound tape from a bank of some 300 tapes instantaneously to either look at it on a viewing screen or hear it with a headset. If he's in the community and wants to get the lecture after hours or during vacation time, and he has a touch tone telephone, he can merely put his number into the telephone. It goes into a computer-directed access system and he can get the lecture he missed, or get it repeated. Our communications engineering is not such that this can be done nationally yet, but this is coming. The question that comes out of this is--**will contemporary library planning finally achieve its present goal in the 21st Century only to find that it has finally made it into the 20th in terms of its equipment?**

The third area is a change in the organization of libraries for service. We are seeing a great development and improvement of services provided nationally or regionally, or in larger states on a centralized basis. The machine readable MARC cataloging project for the Library of Congress--in which catalog information is put on tapes that can be used by any library in the country with the capacity and machinery to do so, and can do its own catalog cards, can make its own bibliographies.

Or the Canadian National Science Library's selective dissemination of information activity in which scientists across Canada have identified their interests in the scientific field--these are stored in a computer and weekly their profiles of interest are matched against the input indexed scientific material. When there is a match a copy of the citation or the abstract of the full article is produced and is mailed directly to the scientist with that matching profile. Or the National Referral Center for Science and Technology in the Library of Congress, to which

questions in the area of science and technology may go for identification of resources and materials that may be needed. Or the Medlars Program--the Medical Literature and Analysis and Retrieval Program for the National Library of Medicine--which receives medical questions that will be answered by Journal material, retrieves these from a data bank and prints them out for supply to the requesting medical practitioner.

We also see the development of cooperative activities. Now we have long given lip service in the library profession to cooperation but now as the desperate hours of libraries approach we see more attempts, more honest efforts to be truly cooperative. Several examples: the New York Metropolitan Reference and Research Library Agency, known as Metro, a device to identify the full research potential in some 50 major libraries both in the public and private sector in New York; to refer to these questions that are put to the Metro center; to develop coordinated acquisition programs in which various libraries will develop collections, and broader coverage of the full production of man's knowledge will be made available.

And a cooperative system like that in New York or in Illinois, one with which I serve, which in these cases are banding together groups of libraries using outside funding to bring new services, services beyond and above the local responsibilities. Now at this point I should give a caution because it keeps coming up when we talk about cooperation. **I would caution that in your planning you distinguish between inter-library philanthropy and inter-library cooperation.** Unfortunately most of our use of the term cooperation in the library context means, "What will the bigger libraries give me?" It does not mean, "What can we do together to share materials meaningfully?" Any cooperative system should have a balance either in services, materials, or money. There should be a mix so that no library suffers, no library serves as a leveling device for service in other weaker library activities.

There are also organizational activities from a central point of view--a new view of standards, breaking away from the traditional standards which have always been by type of library. In this new view the total library needs of a community will be matched against the total accessible library resources of a community. Can we go on and afford the luxury of not taking a look at a total community? I don't mean here a political community; I'm talking about a sociological community. Can we afford not to look at it in its entirety and say, "In this community there should be these resources and these services, and together we must meet these." We must develop a standard which will apply here. There has been a little effort at the American Library Association level to look in this direction but we still are, I judge, at the present rate at least a quarter of a century away from anything meaningful in this area. But this does not mean that a community, or a state, cannot develop standards on this kind of basis.

Also implicit in this is, are the national standards uniformly applicable? In the North Suburban Library System our average per çapita support at the local level, the local tax support of our libraries, is $5.50. In a population of 850,000 we have 28 libraries, only one of which has less than 15,000 volumes in it. We have over 200 professional librarians in those 28 libraries. We have 1,700,000 books in those 28 libraries of which 900,000 are different titles. Should the standards that apply to this be the same that apply to Idaho, or Samoa or a non-English country? **I think that this again means that you can afford, when you are small and have major problems, to be brave because in desperation you can excuse many things.** You might take a look, and be brave and pioneering.

Now the last two areas of change are ones that I think are more important. The first three are largely physical, they are arrangements of space. The last two are, I think, more pervasive, more important, and certainly have direct bearing here.

The fourth one of these, the first one of the two that I single out for particular importance, is the change in the scope of professional concern. Traditionally libraries have been concerned largely with the collection and the organization and the making available for use of the artifacts of civilization in which are recorded man's knowledge. Essentially this is a passive activity. Sometimes in my more depressed days I call this the "hog trough" philosophy. You pour the slop in the trough and you let the pigs come and eat it. It is certainly not serving the public in today's dimension of need.

Now there is coming a broader concept--a concept which generally is identified as that of information science, and one which the traditional librarian has generally avoided like the plague. In this concept there is a concern with many aspects of information, its properties, its origin, its manipulation, its structure, its control and use. Such a view cuts across such disciplines as logic, behavioral sciences (and here it is very important to note sociology is one of the behavioral sciences), cybernetics, communication theory, languages both natural and synthetic (synthetic languages are those in the computer area), machine translation, and pure and applied mathematics.

The fifth change that I note, and the last of the two most important ones, is the change in the concept of service. There is a growing indication that the library is or should be (and our more radical members of the profession continually remind us of this) a social agency rather than an agency of society. That is, it should be an agent of change. It should be an active participant in the growth and development, the evolution and, if you will, the revolution of a society.

There is a recognition that there is a need for a decrease in the ratio of individuals giving library service to the number of clients they are serving. In the school library field, for example, I believe the current standards are one professional for every 250 students. In the public library field standards call for one professional for every 2,000 people. But could you as a professional serve meaningfully 2,000 people? I think that it is impossible to have fully qualified professionals by today's standards, and this kind of ratio. But this does not mean that we cannot give service.

In the inner-city programs of our large metropolitan areas, because of manpower shortages and oftentimes because of rejection of the traditional middle class educated practitioner the libraries have perforce turned to non-librarians, sometimes with non-academic backgrounds. In a low ratio of one to 200 or 300 clients or patrons or users, they have found a meaningful experience, in terms of meeting the needs of these people.

**If we are committed to the concept of service, we must identify then, first of all, what is needed. We must not look the other way around. We must not go for goals that we presume will meet what is needed. But we need to know what is needed. Then we need to develop a service to meet this need.**

There is a story that I remember that was told in the context of a state library meeting, where a well-developed program had failed to come off. And the moderator said, well it's very simple. It's like the dog food manufacturer. A dog food manufacturer put a great deal of laboratory research into the development of the perfect dog food. It was compounded to be balanced, it was made from economical and easily located materials, the promotional department did a nationwide campaign to promote the use of the dog food but there were no sales. And the president asked his middle management what was the reason for this and one man finally said that the dogs didn't like it. The same thing applies to library services. If our patrons like what's given, then there will be support for our activities.

General Sawyer suggested that if a program is defined you are 50% of the way to

the solution of the problem. And I would ask, have we in Idaho, in the Pacific Northwest, in Illinois, in the United States, defined the problem of the needs of our clientele today? Do we know really what's needed? If we establish the goals of library development in terms of recognized needs of people, not in what librarians think they need, or what traditionally has been our goal, then we are likely to get the support. The money probably is there.

A few years ago in the National Parent-Teacher there was an interesting little filler and it read "What's going to the dogs? We now spend more for dog food than we do for baby food: last year we spent $350,000,000 on the staff of a dog's life. The figure is not surprising in view of our dog population of some 26,000,000, an increase of 35% over 10 years ago. Wet dog food last year outsold every canned vegetable and filled more tin cans than any other product except oil and beer." Well, this little blurb gave me some thought and coming out on the plane last night I did a little figuring. If the dog population in 1959 was 26,000,000 it now would be proportionately 29,000,000. Applying the proportion of Idaho's population in the 1960 census to that of the United States, on which this figure was based, there are 107,880 dogs in Idaho at this moment. Now if, and I think this is a conservative figure, dogs will cost an average of $1 a month--that's licensing fees, the occasional veterinarian fees and the food and other care that goes with it--then last year in Idaho $1,294,560 was spent for dogs. If you'll look at the little brochure in your envelope, you will see that last year from taxes Idaho's public libraries received $1,086,474. My conclusion is that the dogs were $208,086 better off in Idaho than were the libraries. This, I think, would change if we had a product that was really consumable by the taxpayers.

There is on the facade of the National Archives building in Washington an inscription, "The Past Is Prologue." One of our Justices of the Supreme Court was riding past in a taxicab and asked his driver if he knew what that meant. The taxi driver said, "Sure. It means you ain't seen nothing yet." Now after listing the areas of library change, changes in the media we handle, the organization of library services, the technology of libraries, the changing concept of librarianship and the changing concept of service of librarianship I wonder how Idaho will do in this kind of a space race. If I come back in 10 years to enjoy your space, as I have in the last 24 hours, will I see the past, the new future, to which the past was prologue? Or will it be that I see the "nothing" that "I ain't seen yet?"

*Robert R. McClarren is currently executive director of the North Suburban Illinois Library System, Morton Grove, Illinois, a post he has held since 1967. He previously was director of the Indiana State Library and head librarian in Huntington, W. Va., and Crawfordsville, Indiana. He has an A.B. from Muskingum College, with M.A. from Ohio State University and M.S. in Library Science from Columbia University's School of Library Service. He is now treasurer of the Council American Library Association.*

# Idaho Libraries: PAST, PRESENT, FUTURE

Excerpts from an address by Dr. Stuart Baillie, Director of Libraries
San Jose State College, California

*Early in 1962 the Idaho State Library Board decided to seek an outside surveyor to help draw up a plan for the future development of Idaho public libraries. Dr. Stuart Baillie, who was then director of the University of Denver Graduate School of Librarianship, was asked to submit a proposal for the study and was commissioned to proceed with the project.*

*The result of Dr. Baillie's survey was "Libraries for Tomorrow, a ten year plan for public library development in Idaho." The purpose of this survey was to outline ways and means by which all the citizens of Idaho may have good public library service.*

*--Mrs. Al M. Smith, Chairman, Idaho State Library Board*

I am really very happy to be back in Idaho. I enjoyed very much the time I spent here in '62. I have not had an opportunity to be here since that time so I would like to greet all my old friends in Idaho and the graduates of the University of Denver.

I think your Library Commission or Board is moving strongly, and moving in the right direction. I would like to thank the Governor for filling one more of the 25 requests I sent you six years ago. Because the Governor's Conference was one of the things which was planned. I think it is really important that all of you librarians, citizens, board members and legislators have been able to come together today to work and consider ways and means by which the public libraries of your state can be made more effective.

In particular I would like to thank Helen Miller, the State Librarian, for inviting me and for the great leadership job that she has done in alerting the people of Idaho to the needs of their public library system.

Back in '62 when I was here, expenditures for public libraries totaled about $614,000 for 660,000 population, if my memory is correct. I'm told that today that figure is somewhat over a million dollars, so you've made progress there.

One of the principal recommendations that I made for the future in 1962 was that you needed more professional librarians. Since I'm no longer in a library school I don't have to act like a Dean of one. I just run a library. And I would say that the San Jose State Library really wouldn't run very well if I didn't have some very, very good people doing some very fine jobs that are pretty professional, but have never been near a library school. So maybe I've developed a new point of view in the last five years. I think some of your future possibilities lie in not only having more professional librarians, of which in 1962 you had seven, and today you have 16. Now that's an improvement. But it's my feeling that there are going to be more available. For one thing, since 1962 there are a lot more library schools. So I think here there are lots of possibilities. And I think this is one of the areas you might talk about.

I don't know how much money was spent for books in your public libraries in '62, but I'm sure it was considerably less than the $262,000 that was spent this year. Now this isn't a very large figure, and actually the success of your teletype network or any cooperative network depends on the total amount of books and information that's available. Merely coming together doesn't solve the problem. And in today's information explosion $262,000 for books isn't really very much money.

Now, granted, I say that out of a background from California with 20 million people. I live in a county with a population of

just about what the State of Idaho has, between 700,000 and 800,000 people living in Santa Clara County. I'm a member of the Public Library Commission in San Jose, which is a city of 400,000 souls. It has a public library with a budget of over $1,000,000 and it spends for books--not enough money, we continually say--but something around the $262,000 that you're spending for a hundred libraries in your state. We don't think we have enough books there and we probably don't. My daughter says she can't find materials for high school research problems in the branch close to our home, because the books are all in use. Even though we're running pretty hard, and trying hard, as you are, we haven't been able to keep up.

It still seems that there are 220,000 people in your great State of Idaho that do not have any public library service, because they do not have a library close to their homes; and they do not pay a library tax. Well, this is a goal that I certainly think you would wish to tackle, and make some more progress on in the next five years. When I was here before it was over 40% of your population; it now is something less than 30% of the people who do not have public library service.

In general you are perhaps about half way towards the goals that we set. And in a sense that's incredible, because a report like that is a theoretical document, a sort of over-drawn term paper--and how could you expect anything like that to be accurate? But they say that most of the things in our recommendations in 1962 seem to have some relevance still in 1969.

But I think that you really should feel great about the things you have achieved. Some of the things that appear to have begun to happen, and pretty successfully, are these:

. A regional plan has begun to operate. You have professional librarians in each of your six regions. You have monthly meetings and other cooperative operations. A good positive climate for library development has been created and is going on at the present time. Cooperation is acceptable and is being practiced. But here again the word cooperation is not any cure-all for any kind of library problem. Cooperation is a word that to become active has to have more meaning placed in it, and probably we have to put some money in it. To get cooperative projects going there have to be people who have that responsibility. If you just leave it up to the librarian who has a job at home to do, not very much happens. So I think all over our country this is something that we've begun to realize. Each of us in our own jobs has more and more to do there, and that's our first responsibility. So it's difficult to get outside and do these other things--which may never really happen until we can somehow find people, find the hours, and be able to pay for them.

Now even though you may have no state aid plan at the present time, I would judge this morning--from some of the things the Governor said--that you ought to dream one up real fast. At least he opened the door. During the last three or four years, with all of the federal money you had, it wouldn't have made too much sense for you to press very hard for state aid, particularly in the light of the fact that a great many states in the country do not yet have state aid programs for public libraries. In the western states I believe Colorado and one other state are the only ones that have it.

**Federal Programs**

I don't have exact dollar figures, but I believe in the year just past you've spent something over $800,000 for various federally funded library programs. And as Governor Samuelson just pointed out to you, you are really going to have to begin to worry about how these things can be handled in the future if there is not going to be continuation of federal support at the same level, or at all. We're not sure at the moment. We may have none of these. But back in '62 you had The Library Services Act, and the amount of federal library money then in your state was about equal to the State Library's own budget. Now you have the Library Services and Construction Act, and under that you have four Titles. The first, Support of Public Library Programs. Title II, buildings, and I'm sure you've done a good many buildings and used your money there. You have inter-library cooperation. This again was recognition of just what I have said--to get cooperation going you have to have somebody

Dr. Stuart Baillie makes his point as Bill Hayes, director of Boise Public Library and Rex A. White, associate librarian for Idaho State University, listen.

who has the responsibility and you have to be willing to work at it and pay for it. Then last of all you have that section in which you offer help to state institutions and to the blind and handicapped citizens of your state.

### Aid to Academic Libraries

Beyond that, touching in an area in which I have more contact presently, you have the Higher Education Act which provides help to the academic libraries. Title I provides money for books and other educational materials. Title II, institutes, scholarships, and money for research. Title III supported the Library of Congress in its attempt to catalog the world's literature each year, and not just the literature of the world published in English. A great deal of success and help has been coming there.

The Higher Education Facilities Act has produced some money for college library buildings and other buildings in the collegiate area as well.

Now all of us in our states may have to find substitutes for this kind of federal money. Obviously the substitutes are not going to be as good as the amount of money that has been coming in there.

### Idaho and The Standards

To come back to something that I mentioned earlier, even though now 16 professionals is not half of 90, you have to remember that the 90 was a theoretical figure; it was based on standards. The first statement in this report made for the Governor's Conference is that there are no libraries in Idaho that meet national standards. Chances are it's true across the country for a great many of us, because all standards in a sense should be higher than we're able to easily achieve. That's the purpose of them, so we can hang our ideas to the stars and work in the direction of improving ourselves. But this 16, plus the nine at the State Library, makes 25 professionals who are working toward improvement of public library service and I think that this is a considerable achievement. It's

one to which I am sure you can add in the years ahead.

Your State Library itself, which was a part of the recommendations of my survey, certainly improved its vital and dynamic force, which was in evidence at that time, and I think has continued to grow and improve. Its budgets are larger than they were; they've had a considerable responsibility in administering the many federal programs and I think some success certainly has been achieved there.

Action dynamics is what you ought to be worrying about today--what kinds of things other than a Governor's Conference can you, the citizens and librarians, do to make your public libraries systems better, and to get more money for the support of them? Put more professional librarians in them; put more books into those libraries so that your information system or your public library system will begin to really function as a system. But no matter how much you may organize, you, the librarian, the citizen, elected leaders, in yourselves cannot really produce better library service if the people of Idaho aren't interested in having it. If the 220,000 people who do not have library service really want it there are ways in which they can get it. Idaho can pay for and can afford a much higher level of public library service than it now has. But the citizens have to want it. Yes they need it and they will. We didn't put a man on the moon without the help of a lot of very sophisticated information systems, and the public libraries of Idaho and in our great country can certainly be whatever we the citizens wish to make them.

*Dr. Stuart Baillie is director of libraries at San Jose State College, California, and was formerly dean of the library school and director of libraries at the University of Denver. He has A.B. and M.A. and Ed.D. degrees from Washington University and a B.S. in Library Science from Peabody.*

# Public Support -- A Must for Our Libraries

Excerpts from a talk by Rex White, Associate Librarian, Idaho State University
Chairman, Library Development Committee, Idaho Library Association

The Development Committee last year tried to evaluate our status. Where were we in this plan for the public libraries of Idaho? I think one thing that came out of it is that this is more than just a plan for the public libraries. It has an implication that you must consider other libraries: the school library, the academic library, the industrial library for business needs. The plan has potentiality for expansion far beyond just public libraries. It can become possibly a library system for the state and get these other portions in. We work together, we coordinate, we try, and where we have the federal funds we do succeed in a few things. But perhaps we should think about the feasibility and ways of getting the libraries of the different parts of the state functioning together more. For instance, does a regional library need to be a public library? Can it be an academic library?

In talking this over with Dr. Baillie, he came up with some good questions. He gave me a glimpse of them but he wants to feed me a few questions and let me try to answer them as to what the status is now, because having been away for five or six years, he's curious about us. What have we done in these specific areas? So let's play a Gaston-Alphonse act here.

Dr. Baillie: Rex, don't you think that perhaps you need a new study of the functions of what good public library service really means in Idaho? Throw out the Baillie report plus five, six or seven and build a new model? If 30% of your people still don't have public library service, then maybe they don't need it.

White: You gave me three things there. I'm going to nibble on them one at a time. One, I think in our own Development Committee report we suggested that perhaps it was time to lay the Baillie report aside. But, not because it wasn't good; it gave us direction, it gave us a goal, a purpose, something to try to do. All right, we have a direction. The Development Committee for this year has an assignment specifically in response to one of your points here. We are going to try to develop a viable, usable, workable system that we can get the librarians to approve, adopt and support, and we will start fighting for libraries. I'd like to stir up a little trouble in this state and see if we can't help the people get more of what they need. Maybe they don't know they need it--let's educate them. I don't think the people of Idaho know what a good library is, and I don't think they are going to know until we can tell them, until we can talk to them, convince them. This goes right along with your other point. What just exactly is needed to make good libraries for the state of Idaho? Several years ago I believe the statistics were that we were spending something like 50 cents per year on public libraries as compared to spending $50 a year on hunting, recreation, sports and so on. This implies the relative importance of libraries in relation to other somethings in Idaho. I think maybe we need to do a little more selling ourselves here.

Dr. Baillie: You've suggested, Rex, something that I had a question on. Should librarians be more firm, outspoken, even militant? I don't like that word "militant" because down where I come from we've got some powerful militant people. But should we be more outspoken in support of public library programs or public library development programs in general? Should we stop being neutral? And the Governor even said we ought to stop being a silent majority. So why don't we get up and scream a little?

White: I think this is true. It's not a matter of standing up and yelling. It's a matter of being enthusiastic about what we're doing, believing in it and talking it, eating it, sleeping it---24 hours a day. Now I can't turn around to a

business man or a trustee who happens to be here today and say, "We want you to do this too." Yes, we do--but we recognize there are limits here. We are beginning to recognize more and more the need to explain to the people of Idaho what a good library can do for them as an individual, as a parent, as a member of an interest group, a business firm, as a citizen of the state.

There are so many things that good libraries can do, and yet we just haven't sold them. We need to know new ways to do this, and how to get more people interested. Librarians themselves as a group, don't have much power or influence. If, on the other hand, the Idaho Education Association and the Idaho Library Association and the League of Women Voters and the Chambers of Commerce in five or six of the major towns started getting together and agreeing that improved library services is what will really help this state, and they want it, then we start causing some pressures that are going to bring some action. But we won't do it just by talking to ourselves. We've got to get out and sell.

Dr. Baillie: One of the specifics that relates to why we might be doing some shouting would be what happens when this federal money either dries up or reduces itself considerably. Is this not then the time when new thinking should go into the possibilities of a grant-in-aid program with a lot more pressure and some greater hope of success now than in the past? Is this possible or not?

White: Certainly I think the climate is more favorable for grants-in-aid. We have a weakness, as any state has, where a tax structure has to support a population the size of your county spread over the area we have. And there are not just librarians that have problems in the tax area. This is always a fight. In fact to even stand up here and say we've got to have more money for public libraries, in effect, I am saying, the university I work for has to share the tax money with the public libraries of the state. Now I'm getting paid by the university. I'm not going to cut my own throat. But at the same time I do believe in library service and I think there can be a balance achieved in the state. What can we do? In the local units, for instance, the cities are authorized to tax up to a certain mill. Can they be sold on the idea of raising that tax levy? Well you have to be careful because you are already taxing the people of this state very heavily, but we have to try to sell them on the need. If they believe in the need they'll raise it, but if they don't, they won't.

Getting astray from this just one quick minute. Do we always have to go on to taxes? Can we convince some of the industries that perhaps support of libraries in the state would benefit their industry by having better educated citizens? Think about this in your discussions this afternoon.

*Rex White is associate librarian of Idaho State University and has served as chairman of the Library Development Committee, Idaho Library Association, since 1967. He received his B.A. from the University of Tulsa and his M.S.L.S. from Catholic University in 1964.*

# Knowledge Explosion Brings Challenge

Edward W. Sawyer, Director
Administrative Services, State of Idaho

I'm particularly pleased to be here with you today and to be afforded the opportunity to serve as moderator for this very distinguished panel. I wouldn't be honest if I didn't tell you that I am particularly happy that I get to be moderator today. This means to me that basically I'm a noncombatant. In addition, I must plead in advance that I'm not an expert on libraries although I could add here that a lack of knowledge does not necessarily inhibit people from talking, as you know from reading the press and listening to TV. My difficulty is compounded a bit by the fact that my wife and I have a daughter who is fortunate enough to be working in the library field at the College of Idaho under the direction of Mr. Elliot and one of our distinguished panel members whom I'll introduce to you later. And I fear that she despairs at her father's lack of knowledge. You see we have our own family generation gap, and knowledge gap.

I think we are all aware of the immense importance of libraries and the people who operate them, especially in these days of the greatest knowledge explosion that the world has ever experienced. This is a matter of fact, not guess work, especially in the last 10 or 15 years. We know that knowledge is endless, and therefore learning must be endless, and our task--especially yours, I think--is to provide the basic sources of knowledge to all of our people, not simply those who are fortunate enough to live here in Boise or in close proximity to the magnificent Terteling Library, or in Nampa. I think we've got to devise a ways and means of bringing this knowledge to all of our people and keeping it constantly updated and constantly available to them. And that's a lot easier to say, as I just said it, than it is for you to do, without any question.

And further, at this point, I think I would be remiss in my duty as a citizen and a public servant if I didn't point out or at least reiterate to this group that we in the state of Idaho are tremendously blessed to have a State Librarian of the stature and competence of Helen Miller. Now this lady who has done and is doing such a tremendous job for all of us is recognized not only as an outstanding librarian within the profession but also within the groups of educators, administrators, assorted budget and finance officers and other professionals with whom she has worked and whom she has assisted. The State of Idaho is indeed fortunate to have Miss Miller serving us and I do hope that we can keep her here with us a long, long time.

Now I believe that our subject, "Let's Look at the Problems," is exceedingly appropriate at this time. To quote somebody who wrote long years before I was born, "All God's children have 'em." And believe me we've got 'em. Men, money, materials and mental attitudes, and we've got them in large measure. It's an old military maxim, if I may introduce my previous condition of servitude, that any problem well defined is 50% solved, and this I believe. I hope that during the course of our panel discussion some of these problems may be sufficiently well defined to enable us to get on the road to solutions.

*Mrs. Harold Brown and Dr. Warren Knox*
*Conference speakers*

# A Trustee's Story: With Chicanery and Guile

Mrs. Harold W. Brown,
Public Library Trustee, Nampa

It really is a pleasure to be here this morning because if I understand my assignment correctly it's an open invitation to stand up here and "poor mouth" it, which I do plan to do. When we talk about "Looking at the Problems," what can you do except just what I have said? I think that, like it or not, we must face the fact that the lack of money is the root of almost all evils in the public libraries.

One of my earliest recollections as a child is a feeling of awe and respect for the public library. And despite the fact that for the past seven years I've been privileged to see a great deal of the seamy side from the vantage point of a trustee, I really haven't changed my opinion about the importance of the public library to the community.

It seems to me that it is important, however, for us to examine this institution every now and then and to ask ourselves yet another time just what it is that we're really trying to do. What is our real reason for the maintenance of a public library, for the crusading we do and for the indignities we sometimes suffer at the hands of the city council?

My present answer to this question is that we're there to provide information and knowledge, to raise questions, and to entertain with the underlying hope that it will somehow be translated into wisdom by the users of the public library. I have never felt the least bit humble about trumpeting the importance of the library. I told Mr. Knox this morning that I always get a bit evangelical, and I don't deny this a bit. But I do feel that the library says louder and more clearly than any other community institution just what our real priorities are. In a sense I feel that it sends out an even louder message than does the school system, because the library encompasses not only the youngsters and the school age people but the pre-schoolers and the older citizens as well. The public library tells us whether a community keeps its windows closed to the outside world, whether it's a closed society of closed minds that has been nowhere and will go nowhere, or whether it is a town that maintains a lively communication with the great ideas of the past and plans to be an active part of the future.

Now before you take the next trolley to Nampa to see whether we're practicing over there what I'm preaching, let me say that there is always a gap between one's aspirations and one's performance. And I say that we do have great aspirations in Nampa. The question is how

to carry out some of these things.

I'll state the plot very simply: we need money! We need more and better trained staff members. We need funds to meet rising costs of upkeep. And above all we need more money to carry out the real purpose of our being--to buy books! We try desperately each year to squeeze out just a little more money for this purpose. A recent survey in our own library in Nampa has jolted us a bit by proving what we long feared and suspected. We are woefully lacking in just the standard works, the classics, the sine qua non of any library. We have known that we were able to provide only a fraction of the new books that we'd like to be buying each year, but one always hopes that there are still things on the shelf for the reader. Like the Boston ladies, we like to feel that "we had our hats." But when someone comes in and asks for a book of poetry by Keats, for instance, or a standard work by Dickens or some sort of simple reference work, or a novel of Thackeray's and we don't have it, then we do start being even more concerned.

Without the resources of the Idaho State Library to back us up, and I'm not being paid today for this plug at all, we would have been in a disgraceful situation in the past few years. It is true that our physical plant is a real source of pride. We remodeled a former bank building in 1966, again with the help of state and Federal funds, and have one of the nicest library buildings in the state. We managed to do this without a bond issue and with only a fair amount of chicanery and guile on the part of the trustees--and we don't regret a thing! But when you have an adequate building, or in our case a special sort of building to which the City Fathers like to bring visitors, it frequently becomes even more difficult, interestingly enough, to convince the keepers of the purse that a library doesn't stay stocked in perpetuity without additions and replacements.

Nampa's population is about 20,000 but various surveys show that in shopping, medical service, other professional and service categories we serve a population of about 60,000, if Caldwell will forgive me for swiping many of their people. In our adult collection at the Nampa Library, we have about 20,000 volumes, which is a generous estimate at the moment, and many of these are past their prime. In the children's division we have about 10,000 volumes. Our staff is doing a great job in increasing interest in the library and building circulation, but if the supply end of the job doesn't keep pace we will have accomplished nothing.

One other problem I'd like to mention briefly--it's not a new one but it's one that in these fast moving times seems more perplexing than ever--and that's the problem of book selection. When one has a limited book budget how does one use it to the best purpose? We've spent many hours asking ourselves whether we should let popular requests largely determine our purchases or whether we should try to set ourselves up as arbiters of public taste, morals and education? In other words, should we give the community what we feel is good for them?

Now these questions may seem weighted or rhetorical but they really are not because I'm sure most any trustee in the audience today will bear me out on this. How far should we go, if indeed we should even embark on the journey, in trying to change or improve public taste? Is it our business to run a library that provides popular fiction, reflects whatever the loudest political majority is saying that season, and stay clear of the experimental in any field? Obviously I think many libraries try to steer a middle path and keep out of trouble. But is this not a commitment in itself? Does this not say when we do this that we tacitly agree to a philosophy of running mediocre show for mediocre people?

Because they've been telescoped into so short a period, our generation has seen more dramatic illustrations than those in any other period of history, of the leap from the theoretical to the practical. We have seen within our life span nebulous theories translated into commonplace realities.

Now interestingly enough while these phenomenal events have been taking place, and while television offers instant history, interest in books has tended to increase. The need for perspective, for additional information, and perhaps touching home base by looking at the past, all figure in this. Our question today is not whether we have these needs to meet, but how it can best be done.

# Library Specialists for Schools

Mrs. Scott Reed

Dr. Baillie clearly stated in his 10-year plan for Idaho libraries that the lack of adequate professional personnel is the biggest single problem in Idaho today.

In the light of this concern I would like to bring up for re-emphasis the unchanging need for library specialists in the elementary schools. The problems involved are many: money as always, interdepartmental cooperation, and shared administrations. Still a greater exposure to library books and methods would seem to be one of the great benefits of the realization of a working regional library where school and college libraries were indeed coordinated with the public libraries.

My involvement with children's books began when three members of our AAUW group came up with the bright idea that having a book fair would be a great lot of fun. I don't hear any snickers. I don't know how many of you have tried this. New to the game, we were full of enthusiasm, oblivious to what must be a major course in library school. I asked Helen Miller about this and she said no, they don't have a course like this. But I envision it as Library Science 101, or How to Build Your Muscles Scientifically Carrying Books Without Breaking Your Back. You've all run into this problem. She said you can buy a little dolly but my husband didn't buy me a little dolly! Anyway, unknowing of the great physical task involved in putting on such an event, we launched our project.

We wheedled the use of an empty store, contracted with a professional book fair entrepreneur for selection of children's hard back and paper bound books (they really took us also). After scrubbing the long-abandoned store space, lugging books, tables and decorations into the place our enthusiasm was still undaunted. You see I'm building up to something. We solicited kindergarten children's art for decoration along with the less appropriate work of the local art association. We used the overhead projector to make large replicas of Mary Poppins, Alice in Wonderland and other book characters. We filled the windows with Winnie the Poohs and all in all had a great art happening. Storytelling hours were arranged for the local kindergartens, Bluebird groups and Brownie troops. We sent out postcards to our friends and relations suggesting that Christmas was coming and we were offering the great solution for Christmas buying.

Doesn't this all sound great? My, we worked so hard and had the best time. And if this routine sounds familiar to those of you who are familiar with putting on a book fair or book display you probably can guess the almost inevitable outcome. We were somewhat let down by the turnout. People didn't seem to realize that we were providing the greatest show that little ol' Coeur d'Alene had ever seen. If our crowds were small, our receipts were smaller. It's really kind of a sad story, but we didn't get discouraged. Over the years we varied the scheme and we put the carrot in front of the nose of the PTA. We said we will return our profits to you in books if you will come and participate. And at one point we even said we'd match money for books if you will match it. To that--the letters we sent out--we received one phone call in reply. Anyway we finally ran out of steam with the book fair scheme but we still have an annual used book sale which is very, very successful and you can see why--books are expensive.

Now our conclusions were not startling or original or even critical of the community, because we recognize the cost factors and other factors. And even though these are not earth

shaking or of great significance I will share these conclusions:

The group of parents showing the greatest interest in books, in the new books, were understandably the parents of the pre-schoolers and elementary students in grades one to three. These parents and children spent a great deal of time examining the big, beautiful picture books. These parents and children were mutually eager to discover the world of books and yet because of the expensive cost of good picture books these parents were the least able to afford books for their children. And it was for this reason that we followed through with a little program to bolster the picture book section in our local library because these books are expensive and they are very, very special.

Number two conclusion, in trying to whip up enthusiasm in the PTAs (and I don't want to be critical of the PTAs because these include the hardest working, the most dedicated parents that there are), we still met with little response to our offers to help build supplemental collections. We wondered if this attitude reflects the lack of exposure to children's literature on their own part. In other words, the emphasis on reading as a skill rather than on the quality, the depth, the imagination of what is read, might tend to reproduce itself. In our area where there had never been any central libraries and but little emphasis on this, it would be understandable that the parent would not have the same concern for children's literature that a parent would have who had experienced it himself. If you've never experienced the excitement and anticipation of the "story lady" and her books, or the warm familiarity of a central library with its stories just lying there waiting for you, you can't expect or even want it for your child. This sounds very schmaltzy but I really feel it is true. And this is one of the cycles that needs to be broken by action filtering down from a higher level.

The need for professional personnel has been borne out in part I feel by some of the use of Title II ESEA funds. I think--Mrs. Brown brought up book selection--many of the Title II funds were not used by library specialists. I think this blunted the impact in some areas. Both the book selection and the salesmanship of these books to the children, and I think they need to be sold to the children, can best be handled by specialists. The number of library books in a classroom will not be the measure of what the children have absorbed in language, imagination, or in understanding the range of books available to them.

I would hope that when the state universities do develop programs for more classes in library science that they consider the value of producing specialists for Idaho's elementary school libraries.

# A LOOK AT THE PROBLEMS

Gaylin Fuller, Librarian
Ricks College, Rexburg

Now I don't wish to be a prophet of doom, but I'd like to point out to you some of the real problems in our libraries in Idaho--some of the problems that are in various kinds of libraries, not just the public library.

First of all, we have a real lack of library systems and cooperation. I think that we talk cooperation more than we do it. We've made some significant progress with our teletype machines, but I was just thinking how few times a school or public library in my own community calls my library for help, and we obviously have the largest collection in our community.

I would just like to point out some of the things that better systems and cooperation would be able to do--and I am going to try to stick to the problems rather than the solutions. We don't take advantage of automation in a small library, and we could with better systems. We don't take very good advantage of the tax dollar with small isolated systems, and we could with better systems and more cooperation. We could begin to consolidate library resources and personnel in the communities. Now I know this sounds difficult, but particularly with cooperation we could begin to get better use of the resources we have.

I really believe that library systems could reach out to this 25% to 30% of our Idaho people who do not have library service. By getting a broader base to work from they could establish services like bookmobiles to go to the areas that need it so badly.

I would like to touch on this spiraling cost of materials and salaries. This is budget preparation time at Ricks College so I have a special interest in this. Last year books went up a little over 6%; periodicals between 8% and 10%; supplies 5% or 6%; equipment 10% to 15%. And I think that's low, because if any of you have tried to buy shelving or other equipment you know it went up a lot more than 15% last year. Then we have the high cost of increased training and education for our staff, for our employees. It's not easy to go back to school. Now you couple this, particularly on the local library basis, with the new law from our state government that a political unit can only increase its budget 4%. None of the figures I read to you were as low as 4%.

Coupled with this, we have the information explosion. Last year some 30,000 new books were published in the United States. Prior to this assignment I did a little sleuthing around the school libraries in my area and I found out that a lot of them buy less than 100 new books in a year. Those who buy a little more than 100 books are in a better position, you might say, but how much better? The local public library in Rexburg is able to purchase about 1,200 or so out of 30,000--that's a selection process in itself. I was also thinking that if the total book budget for all public libraries in the state is a little over $260,000 you'd be hard pressed to buy one copy of each book published in the United States if you pooled the entire resources of Idaho's public libraries.

In addition to the information explosion, everyone wants current information. Much of this comes from our magazines and periodicals. I don't know how many of you have looked in the Readers' Guide lately but it's rapidly approaching 200 magazines in index coverage. School libraries in our area--each one that I visited--took less than 60 magazines. Is it any wonder then that our young people are not able to get all the current information they want, even from general magazines?

There are a couple of new areas that seem to be moving into the information explosion (and this affects so much our school libraries, as

well as public libraries), and that is a change in philosophy of education. They've moved from the old single textbook approach to a multiple book approach. As any librarian can tell you, as this philosophy takes hold in your school or community, you're hard pressed to meet the demands.

The new media has been brought into the libraries and the libraries are now expected to have films, motion pictures, even motion picture projectors, art reproductions--very expensive materials that were not normally thought of as being in the library.

Now I would just like to say a word about the problems of school libraries in Idaho. I hope I'm not downgrading them too much when I give you this picture, but this is my experience. I visited 20 or 30 of these in the last year or two and I'm going to tell you what the typical school library in Idaho is. I know there are bright exceptions, particularly in our larger communities--but many consist of a collection of books over half of which were collected by PTA book drives. The entire collection is either partially or completely uncataloged. It is operated by a full time teacher given one to three hours a day to spend in the library, or more recently a library aide hired with Federal funds on a part time basis. And fourthly, most of the new books added in the past few years are a direct result of Federal funds. Now if you don't think that's true you ought to visit your local school libraries.

One of the things I did to prepare for this panel was to devise a questionnaire about the use of the public and school libraries in my community. Then I had some of the girls at the college library sit down and call every tenth telephone number in the phone book, and ask these questions. It revealed some very interesting things. In our community at least, nearly every person called felt like the school libraries were inadequate to their needs. And nearly every person said, as a result, they used the public library heavily. I talked to the public librarian and she said that's more than true. The biggest share of their work comes from serving the needs of students.

Then the next big need that seemed to be pointed out was that both school and public libraries were not open enough hours in our communities. The hours that they're open don't seem to fit the need of the people who use them. So of course I asked the librarians I visited, "Can you be open more hours?" And they said, "Well, yes, if we had the funds. We have the capability but we don't have the funds."

I would like to point out that the squeeze is on. If salaries go up and the cost of materials and books go up, and income stays the same, you buy less books. That's what it amounts to. You have to do it that way to stay in operation.

We must not condition ourselves in this state to a condition of mediocrity with our libraries. And I sometimes think we do that. The answer to this starts with the attitude of the citizens toward the needs of their community and their children. As a father and a librarian who has worked with children, I'd like to say that there is nothing that quite takes the place of the light in a child's eye as he understands for the first time. As a librarian having had the privilege of handing a child that book at that time, I know what that means to our young people and to our community.

*Gaylin Fuller, Ricks College Librarian, received his B.S. from Utah State and his Masters in Library Science from Pratt. He was a library trainee at Brooklyn Public Library before coming to Idaho. In 1969/70 he was vice-president and president-elect of the Idaho Library Association.*

# Positive Approaches

President Warren Knox
College of Idaho

I want to be optimistic and positive, not that my colleagues have not, but perhaps a little change of pace. First thing I would like to suggest is that when Tom (Sawyer) goes back late this afternoon that he call on the Governor and relieve him of a nickel. We've had his apologies for being late but perhaps this bit of verse would express it:

We all had to wait
While the chief of our state,
His shears to a bank ribbon took.
Dare we deal with an overdue Governor
As we do with an overdue book?

Now Marguerite talked about money, and Gaylin talked about attitudes, and I'm going to try to put the two together and see if there isn't some possible room for optimism and positivism as we look to the future of Idaho's libraries both educational and public. I'm going to dismiss quickly the idea of college and university libraries because I don't think the problems are the same. We have money problems, we have attitude problems because even though the services are there in colleges and universities we can't always convince the students and members of the faculty that they're useful. But the college or university is sort of a little intellectual island where students spend some time and sharpen some skills to go on, and they realize that their existence depends somewhat upon the library that is there.

The general public is quite different. Library services are there for people who need them and want them. But how do we get them to understand that their attitudes and their awareness of library services for a few might also include them? In a situation now in which we are heavily activity orientated and recreation orientated and (I hate to say it) TV orientated, the problem becomes more complex. All of you have faced this either in conferences or in conversations, at work or at home. I sometimes find myself, as I contemplate television, wishing that Dr. Seuss would create a character that would one night stealthily tiptoe through all of the homes through the land and confiscate all the sets in the land and bury them somewhere in the Nevada desert. If that happened we would probably see some changes. The Green Hornet would come back on the radio; we would talk to each other at supper time and then in that delicious time between 8:30 and 11:30 we would read again.

Television isn't all bad. There are four programs that I particularly like--three of them only come on once a year. One is the "Undersea World of Jacques Cousteau." Another is--I hope it will be an annual affair--"Hal Holbrook Salutes Mark Twain," or whatever the name of that one was or is. And then I always liked "Charlie Brown's Christmas." Other than that, and being as hooked on "Ironsides" as I was on "Perry Mason," television holds no great joys for me.

I'm going to ask a question, and I think you know the answer. I'm going to ask the question Mr. Fuller alluded to: Isn't attitude and awareness the iceberg below the monetary problem? And of course we all know that it is. Just because a person is a professional educator doesn't mean that he knows everything about education, which any citizen would be pleased to point out, and as they do most of the time. Everybody is an expert on education. But cannot education change attitudes and change awareness if we put our minds to it? Aren't we overlooking a tremendous resource in our state, in any state, in any city anywhere? I think it can.

You know there was a time when all of us thought of libraries--the public library--in the most lofty vein possible. And I suppose I'm a

child of another age because I still cannot see how a person can vote against a library or vote against an appeal for acquisition of library material. People who would do that would vote against country, flag and mother! That's true. And yet they do. We all know they do and we despair, we wring our hands and form little committees and run around and try to convince a few people. I think it's time for a massive committee to run around and talk to everybody. And if we change attitudes and awareness through education, I think then the money can come. Education can raise money, but education has to change attitudes and awareness first.

Let me ask you this. Suppose, just suppose, the Governor decided to create an emergency education committee on library services for the state of Idaho? Now just suppose he appointed to that committee every principal and every superintendent and every member of every board of trustees of the public education system, the private colleges and universities, every member of every board of trustees of those institutions. I'm talking about 1000 people, concerned and deeply dedicated to the educative process of changing the attitudes and awareness, and the money will come and the libraries will come and the acquisitions will come. I think it can be done.

I deeply appreciate the opportunity to come and say these few things to you this morning.

## *"Just the Way We Like It"*

Kimber O. Ricks, Member Idaho State Library Board

I'm quite new to a concern about libraries, being recently appointed to the Idaho State Library Board. I have appreciated very much the opportunity of these few months, becoming acquainted with you and becoming acquainted with our problems with libraries.

I would like to point out just one thing. More than half of us are partisans; we're either librarians or library trustees. This tells us something about one of our basic problems here--getting the attention of the populace, getting the attention of the citizens, and getting the citizens to participate in our problem-solving process.

I'm very enthusiastic about this conference and what we've done so far and I am confident that it will continue--throughout the day--to be successful in determining long range programs. Whenever we get into a problem-solving situation I'm reminded of a story about a group of cowboys who were out on roundup. The cook got sick, and so they drew lots and one old fellow got the short straw and he was chosen to cook. He laid down only one condition. He said, "O.K., I'll cook but the first man that complains takes over." And the very first night he almost consciously tried to draw complaints. The biscuits were especially unsuccessful or successful, depending on which side you're looking at. One old cowboy picked up a biscuit, he looked at it for a minute, broke it open and he said, "Well, burned on the top, burned on the bottom, dough in the middle. Just the way I like it!" I hope that the problems we identify here today we won't shrug off, and determine that things are "just the way we like it." I hope that we can continue in the spirit that we've begun, and truly develop a meaningful program for the future progress of Idaho libraries.

# Is Consolidation an Answer?

Max Yost, Executive Manager
Associated Taxpayers of Idaho

I was told once that a wise panel uses up all of the time so that they are not troubled with problemsome questions. We've almost done that.

So frankly I'm going to cut my comments rather short, hoping you will have questions about taxes and fiscal affairs and the problems involved there with libraries.

I was going to give you a picture of what I think the state of the state is with regard to fiscal affairs but there's no man more qualified to do that than your panel moderator.

But I am certain that you folks here who are particularly interested in libraries are certain to say that if we have a general fund budget of about 220 millions of dollars a biennium, and we have total state expenditures of about 520 millions of dollars for a biennium, and we spend about 250 millions of dollars for all other local expenditures in government, then there ought to be some money left to finance adequate library facilities. The difficulty is really that there are so many functions of government that are felt to be necessary and desirable in the state of Idaho. For example, in Idaho the cost of government ranks us as eighth from the top in taxes per thousand dollars of personal income among the 50 states. Now that's quite a heavy load. For example, in this year 1969, I feel that we will have a property tax bill of 93 millions of dollars.

I have long urged consolidation of efforts. In 1969 there were about 760 units of government that levied property taxes in the state of Idaho. Now there's been real consolidation come about in the state; we used to have about 1100 school districts. We presently have 115 school districts and I believe we should consolidate further in the school district area and I know that there are serious attempts being considered for that.

Picture if you will the problem, and I use one county here as an example because it does have a multiplicity of units of government at the local level--Canyon County. Actually there were 44 units of government which levied property taxes in Canyon County last year--the state of Idaho, a little bit for their bond issue, and then of course the county, and many school districts, and many sanitary districts, and highway districts, and so forth. I won't name them all. But I believe we can have larger units of government which will provide a better program of financing a budget.

Now the fact that we can operate on a larger basis than we have been is that we have about 12 county-wide school districts in the state of Idaho. There are 24 counties in which all the roads outside the city limits are on a county-wide basis and I could go on and on and give further examples of that. Consolidation of effort is an answer to much of the inefficient and insufficient government service. I have not made a study of the library needs, the type of service, the conflict of service. For example, the service that would be different at levels of education and necessary services there: the elementary, junior high, high school and then our college level--and how they conflict with the use of the general public in a library system. Without the benefit of such knowledge, I would still believe that library services could be consolidated to the result that a better complete program would be available for the student and the general public.

**Questions to Mr. Yost:**

Question: What about a severance tax for Idaho?

Answer: First I would like to clarify one point. The tax dollar to an individual earning $5,000 is just as big as a tax dollar for the largest utility in the state. Irrespective of who people think the Associated Taxpayers represent, we

represent all of the taxpayers in the state of Idaho.

In essence we do have a severance tax in the state of Idaho. It is called a tax on net profits, in the mining situation, which is bled into the property tax system. The same thing applies to the production of timber either from private property or from property held by the Federal government or the state government. At the time that it is severed then it is taxed as personal property. Now that particular point is being bled out on account of the exemption of personal property in the inventory class which applies to lumber products, to livestock and inventory.

In those states which have a severance tax as such, and the state of Idaho does not have a severance tax levied at the state level as some of these other states do, their system is bled to the point where other adjustments are made in their tax structure to allow for that type of thing. And ours is the same way.

Question: You said there is a limit of "X" millions of dollars--no more tax money is available. Couldn't the industries and companies of Idaho pay higher taxes and thereby have more money?

Answer: Sir, they could not pay higher taxes in Idaho, in comparison to what they pay in other states, for we still have a higher level of taxes. We are eighth high in the nation on personal income. On the individual income tax we presently rank about 18th to 20th in impact. On the corporation income tax we rank among the five high of the states that levy a corporate income tax. Our property tax at the present time in per capita, or on the basis of per thousand dollars of personal income, we rank in the area of 23rd, to 25th to 26th among the nation. Our sales tax at 3% and the base upon which the 3% applies, we are in the lower average of impact.

# Expert Directs Pre-Conference Training Session

In order to gain the utmost from a one-day Governor's Conference on Libraries, and to insure successful use of the discussion groups for recommending "solutions to the problems", a preliminary training session for discussion leaders and reporters was held Thursday afternoon and evening.

Dr. Lawrence Allen, Dean of the University of Kentucky Graduate School of Librarianship, led the training session. An expert in leadership training, Dr. Allen had been in Idaho in May of 1969 for the "McCall II" Idaho Library Association Planning Conference.

Discussion leaders and recorders were selected from those who had previously worked with Dr. Allen at McCall II, and other librarians and trustees who were familiar with Idaho's library problems and progress.

The training session stressed the need for the leaders to avoid stating their own opinions, and to get ideas from each participant in the group.

After the Conference luncheon Dr. Allen announced the topic for each group, and gave final directions on meeting spaces, time allotted, and the "charge" to return with a report of recommendations.

Dr. Allen mingled with the groups during the work period, and presided during the final Conference session when reports were given.

Much of the success of the Conference can be attributed to Dr. Allen's dynamic approach to the leadership training, and the subsequent effectiveness of those leaders in the group discussions.

*Lawrence W. Allen has been Dean of the Graduate School of Librarianship, University of Kentucky, since 1966. His MS in Library Science is from Simmons College, and his Ph.D. in Education from the University of Chicago, 1961. Consultant for many events in Leadership Training for Librarians, and other professionals, from Massachusetts to California to Wyoming. Co-author of the WICHE (Western Interstate Commission for Higher Education) Plan for Developing a Regional Program of Continuing Education for Librarians, Boulder, Colorado, 1969.*

## DISCUSSION GROUPS SEEK SOLUTIONS

**I. What can be done about the recruiting and keeping of librarians--both professional and non professional?**

Whom do we need? The public is unaware that we need to recruit anyone. As far as they can see there are enough librarians. But by type of library we need to recruit public, school, and industrial librarians. By levels within the profession, we need to recruit graduate librarians, specialists (as publicity, subject area, and audio-visual specialists), library aides, clerical help, and volunteers.

How do we recruit them? Libraries may acquire volunteers, and interest them in getting training; may employ students as pages and encourage them to go on to professional or technical training; may offer scholarships and financial aid as incentives; may inform potential recruits of opportunities in different library fields or levels of library work; may provide more library science courses in Idaho.

How do we keep them? Idaho should provide more library science courses within the state, so librarians can upgrade their training, and pay raise incentives should be given when librarians take additional training. The image of the librarian in the community might be improved by more imaginative programs. Volunteers should be offered more challenging activities, including participation in "Friends of the Library" groups.

Group members: Mrs. George W. Zeller, Mrs. Rachel Fenske, Mrs. Don Peterson, Mrs. Ray L. Dunlap, Mrs. Thelma Balleisen, Mrs. Helen Deshler.

**II. What can be done about continuing education of library personnel?**

We limited our discussion almost entirely to the untrained and undertrained librarians currently working in school and public libraries. We paid no attention to the possibility of funding any of the ideas.

For public libraries, we suggest an increase in visits and aid from State Library personnel, with field representatives from the State Library placed permanently in various regions of the state. Trained college and special librarians may be used in an advisory capacity. There should be expense-paid participation by librarians in workshops, institutes and other appropriate educational opportunities. Workshops, including trustees and interested citizens as participants, should be held regularly on a subregional basis.

For school libraries, we suggest that a full library science program to meet certification requirements should be taught on a regular basis somewhere in Idaho. A greatly increased scholarship program should be available, including scholarship aid from school districts. Two or more districts could jointly hire a library supervisor. Increased field personnel from the State Department of Education would be helpful.

Further training for professional librarians should also be provided. This could include additional courses to update certification, and continuing education. Paid sabbatical leave for further education should be provided for both school and public librarians.

All this can be summed up as MORE--more money, more help.

Group members: Richard G. Elliott, David Loertscher, Les Dieter, Mrs. Helen H. Lucke, Mrs. Clifford Dayley, Mrs. Eva J. Neisinger, Judith Austin.

**III. Assuming that a new Baillie study is necessary, what should it be, and what should it include? Is any other research necessary?**

There was no agreement in the group as to whether a new study is necessary, but it was felt that research could be helpful.

We are not letting people know what our needs are, and what our abilities could be--thus there should be an attempt to find better means of communication between librarians, and between librarians and the public.

Any study should include ways to get the public involved. There should be a study of alternatives in library service--the comparative cost of bookmobile service versus the cost of operating a small public library, for example. Studies should include an evaluation of what has been done, and should build in reevaluation of any program being undertaken. Mr. McClarren's thoughts about new outlooks and methods of library service should be considered in any study.

Group members: William Hayes, Mrs. Evelyn Karaloff, Mrs. John G. Walters, C. W. Ward, R. N. Balleisen, Mrs. John Hume, Mrs. Ann Kail, Mrs. Aletha Cox.

**IV. How can more funds be gained for Idaho libraries? What about state aid?**

First, there should be more use of federal programs, both the library acts with which we are familiar and the non-library acts which have funds which could help libraries, as the Office of Economic Opportunity, Arts and Humanities, State Technical Services, etc.

There is a long-term role for education in teaching the importance of libraries and the need for more funds. Some funds might be obtained by charging fees for State Library services. Non-resident fees should be higher, and comparable to those paid by residents. Each adult could be asked to purchase one book a year for his local library--with selections recommended by the librarian.

"Friends of the Library" groups should be encouraged. Every day, year round use of libraries by community groups would help stimulate adequate funding, including donations by industry and individuals or organizations. More library demonstrations of what libraries could be would be useful. Libraries need to be alert to new ways of doing things, and need to publicize the services which they do offer. Cooperation between types of libraries, to avoid unnecessary duplication, would save money, and make more materials available.

Possible legislation to provide more money for Idaho libraries would include voiding the 4% limit imposed by H. B. 304 in 1969, consideration of severance taxes, designation of a library tax to include all overages of the sales tax above that budgeted by the legislature each session. Libraries might also be redefined as recreational, in order to get funds from recreation.

Finally, state aid to Idaho's libraries is needed now, in order to provide minimal public library service. Idaho now has 59% of the minimum required, provided by local tax funds, so it is suggested that $3 million be added from state funds, out of the sales tax overage. Impetus for this move could come from the State-wide Emergency Educational Committee on Libraries in Idaho, as suggested by President Knox this morning.

Group members: Eli M. Oboler, Mrs. Anna Green, Mrs. Edson H. Deal, Mrs. Di Bowler, Fred L. Kopke, Mrs. Fred C. Maltz, Mrs. Laura M. Lowry, Kathryn Mushake, Mrs. Shirley Breshears.

**V. What form of library system or systems and organization would be best for Idaho?**

The committee first tried to define the term, library system. Examples of library systems such as cooperative, federation, merger, one-state, regional and umbrella were tossed around.

Some lay members of the group wanted a state-wide system in the interest of service to the

individual. Others wanted local identity.

No organizational structure was recommended; however, it was decided to recommend that the following four principles be considered in regional planning:

1. Regional system funds should come from sources outside local property tax income. State appropriation suggested.

2. Regional system should supplement not duplicate local services.

3. Regional systems should provide for participation by school, public, special, and academic libraries, and

4. Regional systems should encourage the fullest possible local financial commitment rather than supplant local fiscal responsibility for library services.

Resolved that regional systems be funded by legislative appropriation to provide services beyond what can be provided at the local level with participation possible from public, special, school and academic libraries.

Group members: Robert Ensley, Ralph Delamarter, Mrs. Elden Darling, Mrs. William Fleming, Vicki Armstrong, Clyde Whitman, Reva Nearhood, Richard J. Beck.

**VI. What steps can be taken to establish a viable system of cooperation in Idaho?**

Talk with legislators about support for libraries. Do this during December, while they are still home, away from the busy legislative session.

Secure greater involvement from "grass roots." Meetings such as this at a regional or local level are but one example. These meetings should be scheduled in the near future, utilizing those persons in attendance today.

Consolidate library units. Set a goal of not more school districts or public libraries than there are counties.

Greater recruitment and training. Use the professional librarians available in the state, for training of non-professional persons, especially those in sparsely settled areas.

Many specifics were discussed. For example: Hours of service provided; improved communication channels; taking steps toward elimination of duplication of resources; better and more public relations and promotion, etc.

Group members: Stanley Ruckman, Andrew Fisher, Ina Griffith, Mrs. Alice Yensen, Mrs. R. G. Neher, Mrs. Edgar Grahn, Mrs. Gay Davis, Mrs. Harold Brown, Mrs. W. D. Lewis.

**VII. What audience and services can the public library realistically claim, and what should be the priorities?**

The audiences named included service organizations, clubs, professions, industries, students of all types, extension groups, pre-school children, migrants, non-English speaking groups, recreational readers, physically handicapped, and adult non-readers.

The priorities were set in this order: First, the pre-school child, as the future user and supporter of libraries. Second, students of all ages, including adults. Third, the recreational reader. Fourth, organizations, professions, and industry.

The group stated that it took the library's services for granted--user services, reading, circulation, reference, children's services, and interlibrary loans. However, a need was cited for the library to serve as a clearing house for the resources of the community, including lists of new books, bibliographies, copy machines, and microfilm.

Group members: Robert Bruce, Mary Faith Bollinger, Mrs. Dorothy Bosselman, Mrs.

Kenneth Sadler, Clyde Whitman, Mrs. Kyle Laughlin, Mrs. Herbert Wolff, Mrs. Clair E. Gale.

**VIII. How can we use our present funds more effectively through better book selection policies?**

The group agreed that just book selection is no longer enough, but that it should be "materials" selection. There should be a working agreement between the school, public, college and industrial libraries in each region regarding periodicals, films and audio-visual equipment, technical and reference works. Such agreements would aim at avoiding duplication.

Patron and citizen interest inventories could be conducted to help fill the real wants, thus involving the user in the choice of materials. All minorities should be served.

Each librarian should have a written book selection policy, and is responsible for keeping the collection in balance, for cooperative agreements.

Material needed temporarily may be borrowed. Help may be obtained from the State Library, from the regional meetings, and from academic libraries. Regional resources should be known and used. Marking of "Books In Print" would be feasible for holdings in a region.

A workshop on jobbers, discounts, purchasing, rental collections, etc., would be helpful to both the public and school librarians. School administrators also need some knowledge of library materials selection, as they sometimes make the purchases.

Exhibit books are available from the State Library year-round, and are "non-commercial." Much free material is available, if the librarian will read journals carefully.

Group members: Susan Lynne May, Mrs. J. Woodson Creed, Eleanor Bodahl, C. Kelly Pearce, Mrs. Dorothy Gifford, J. J. Buchholtz, Mrs. M. V. Klinger, Mrs. Frank Cada, Peter Ahlstrom.

**IX. How can the citizenry be made more aware, and change attitudes toward libraries?**

Involvement is the main key--not only of those friendly to us but also the critics. We should take local citizens to library meetings, invite parents and adults to the library in addition to (or instead of) officials.

The public may be "educated" through good public relations. Libraries must be constantly in front of people, not just before a bond election. Public relations needs to precede an event, as well as follow it. Public relations must start with the librarian herself--many librarians are still "keepers of the books."

A follow-up to the Governor's Conference could be in the form of a Mayor's Conference in each local city in Idaho.

There is need for an awareness and extension of services. Invite people to the library...get books to people. Go out to the clubs, and take books along to check out to persons there. The librarian should ask for help from the "Friends of the Library," trustees, and teachers, and not try and do it all herself. Teach the taxpayer to demand good service. Many clubs need projects--and with a little encouragement from the library may decide to give a book to the library in honor of babies born to club members, or other suitable occasions. Many people don't read much, but each person has a special interest--capitalize on this. Show books at club meetings, and also tell members of new services, story hours, demonstrations, etc.

Librarians also need education--visits should be funded to good public libraries. An institute, with paid expenses and substitutes, would be especially helpful on budgeting and public relations.

Group members: Davis McDaniel, Mrs. Nancy Barnes, Mrs. Helen Werner, William Hoffhines, Mrs. Chrissie Tullis, Mrs. L. F. Lesser, Mrs. Earl Miller, Mrs. Marie Roberts, Gaylin Fuller.

**X. Should we have a consolidation of library services, and how can this be accomplished?**

Group was composed of varied members. These members represented the attitudes of a college student, a representative of the League of Women Voters, the Veterans Administration Hospital special librarian, a public librarian, and two academic librarians.

The group agreed that consolidation of the different types of library services is not feasible at this time in Idaho for several reasons:

1. Population distribution in geographic location.
2. Interests of patrons vary.
3. Patrons desire immediate service.
4. Taxpayers all want the location of the main library for service in their own area.

It appears that a coordination of types of library services (for children, the general reader, industry, etc.) rather than a consolidation be considered. This could be approached by sharing material resources and further exploration of the universal library card.

The continued use of the bookmobile and utilization of catalog mail order request services would provide for those areas with no library service.

Group members: Jane Keegan, Margaret Camm, Mrs. Joy Buersmeyer, Mrs. Scott Reed, Bob Joerger, Mahlon Park, Mrs. Alta Loney, Rex White, Mrs. Mabelle Wallan.

**XI. What can be done to improve the school library situation in Idaho?**

The group first identified and described the needs:

1. Training in administrative skills for librarians.
2. Funding increases. There is an obsolescence of materials and there is a need for new materials and equipment.
3. Lack of space and facilities.

Then the group listed possible solutions:

1. Accreditation of elementary schools.
2. Education of educators, administrators, school trustees and parents.
3. Education of teachers in methods which incorporate use of media.
4. Education of parents in the importance of the library in creating life-long learning habits.
5. Education of school board trustees in the role of the library in the educational process.
6. Ear-marking of funds for the school library (this was considered of importance, but concensus of opinion not reached).

Group members: Rudy Liveritte, Mrs. Grace Keveren, Mrs. Jeannette Pafford, Ray E. Larsen, Mrs. Jeanette Seetin, Kimber Ricks, Mrs. Rose White, Mary Alice Vanderburg, Ruth McBirney.

**XII. What immediate steps in the next one or two years can be taken by the Idaho State Library and the Idaho Library Association to improve libraries in the state?**

It was agreed that the Library Association and the State Library share the joint responsibility for this improvement. The following steps were suggested:

1. Obtain additional funds.

2. Update surveys. Jointly request that a legislative study be made in 1970 by the Legislative Council regarding state aid for libraries.

3. Provide a promotional budget for public relations--intensify efforts on lobbying, develop a speakers' bureau.

4. ILA should be responsible on the state level for contacting industry.

5. Update library techniques with modern equipment.

Group members: Mrs. Joanne Osburn, Dale Corning, Herbert W. Runner, Mrs.Otillia Boydell, Mrs. Gladys Shelton, Mrs. Joan Jones, Mrs. Helen Smith, Mrs. Laura Pershing, Mrs. Isabel Handley.

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Grace Free Library Board

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